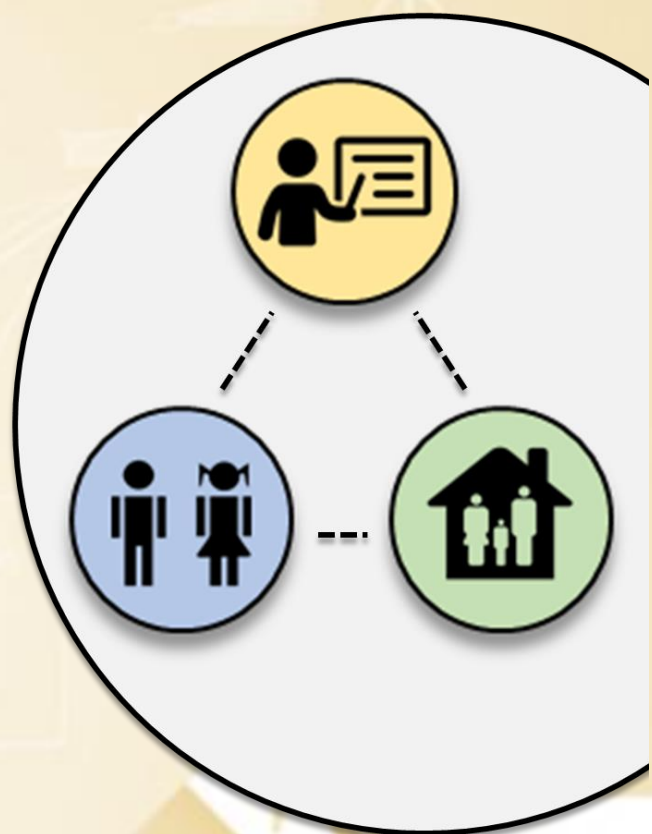


# Toynbee

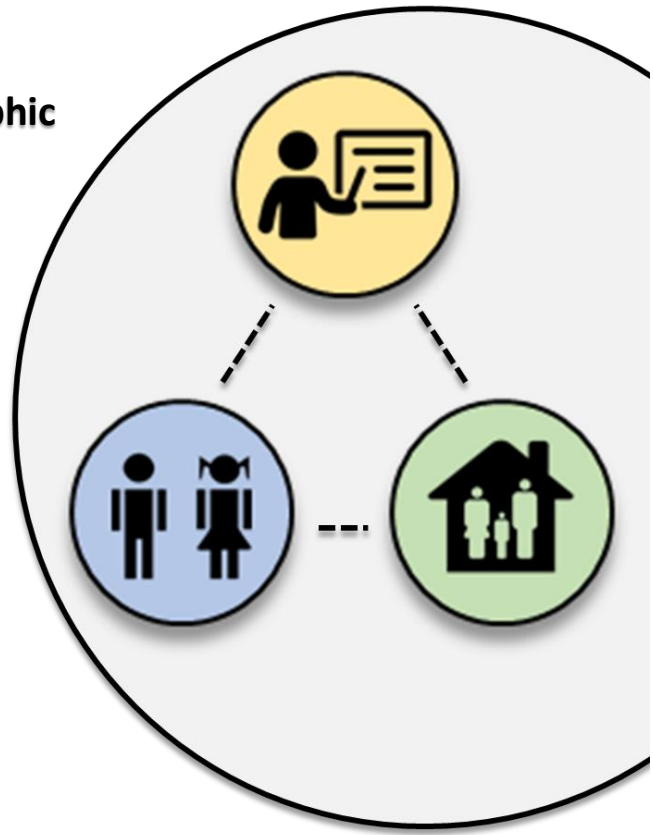
## Remote Learning



## Pupil and Parent Handbook

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- 5. Checklist for Learning Remotely**
- 6. Microsoft Teams Guide**



# TOYNBEE REMOTE LEARNING FROM SEPTEMBER 2020

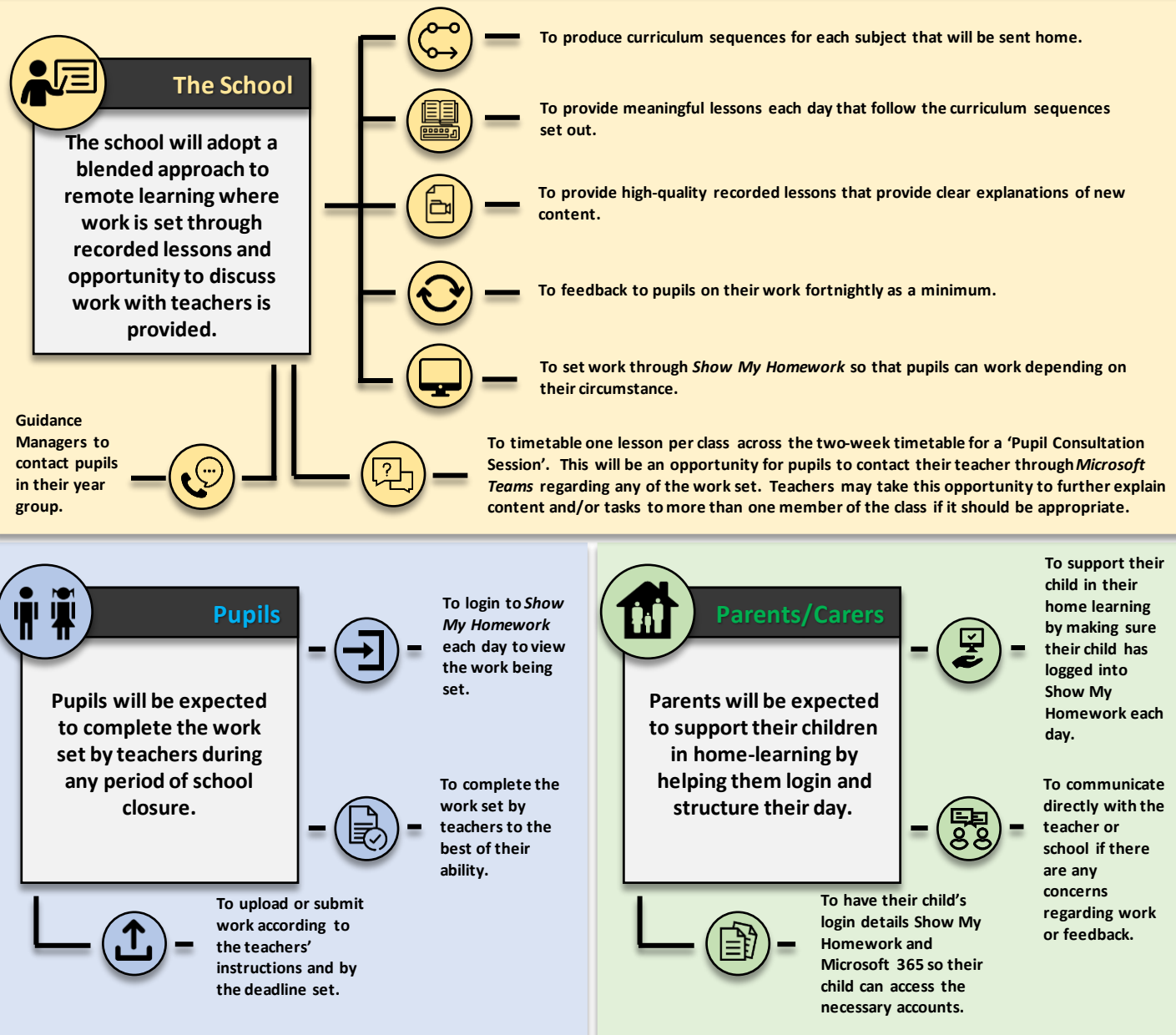
In the event of a national or, more likely, localised lockdown due to Covid-19, the school is expected to remain open for vulnerable children and children of critical workers and to provide remote education for all pupils for the duration of the lockdown.

This document is an outline of Toynbee's approach to remote learning from September 2020 should there be a partial or full closure.

The new Toynbee approach to remote learning is to be built on four key principles that will provide the foundations of a model that all stakeholders feel supported in, but most importantly, meets the needs of the pupils.

The four principles are: clear expectations, teaching, learning and communication.

## Clear Expectations

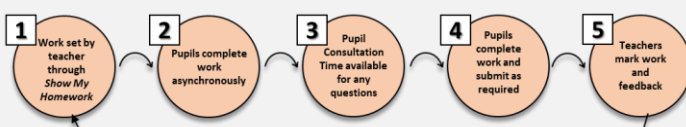


## Teaching and Learning

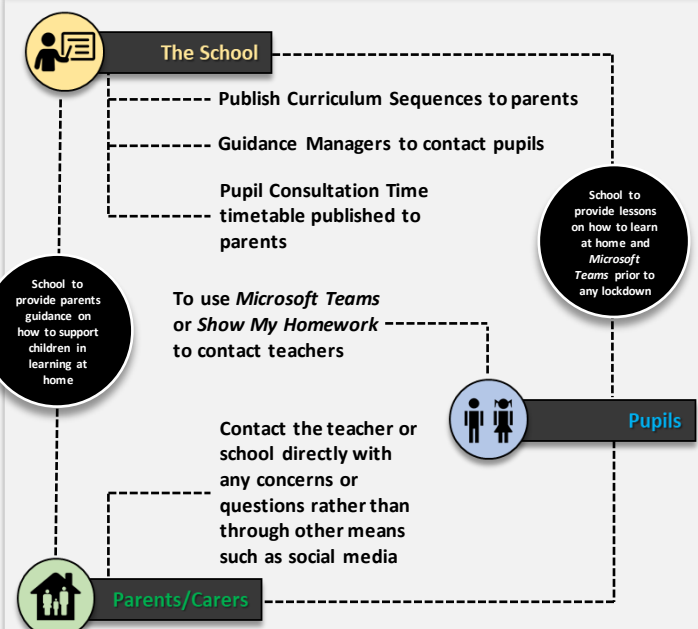
Toynbee is to take a blended approach towards remote learning which involves work being set and learning taking place asynchronously. There has been much debate about 'live' lessons, where teaching and learning take place at the same time, but research shows that the teaching quality is more important than the way it is delivered (*Education Endowment Foundation, 2020*). Therefore, staff will need specific training on what effective remote learning and lessons look like.

However, one area that research has shown is that interaction between teachers and pupils, and pupil peer interactions, is a key factor in motivating pupils and enhancing outcomes. This is where Toynbee's 'Pupil Consultation Time' will support this. This is where teachers will be available to discuss learning, questions or queries with pupils 'live' either through *Microsoft Teams* video or chat facilities. Teachers will have the flexibility to use these sessions for teaching if they so desire.

This combination of approaches should mean that all pupils are learning, are supported, and, equally, staff are able to manage their own circumstances.



## Communication

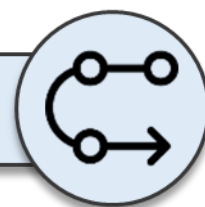


## Expectations: Teachers

The infographic on the previous page sets out very clearly what the expectations are for teachers during any period where remote teaching is required. We have adopted a more blended approach this time around where we continue to set work asynchronously, for this work to be supported with a recorded element with clear explanations and modelling, and the introduction of a Pupil Consultation Session. We hope that this approach will be a good balance for all concerned.

Over the next few pages, these explanations are laid out in more detail. Please take the time to read them so that you are aware of the expectations of teachers during this time.

### Published Curriculum Sequences



A new aspect to our policy on remote teaching and learning this time around, is to publish curriculum sequences that outline the content of lessons over a two-week period. The reason we have chosen a two-week period is because the most likely event in which remote learning will be necessary is when a year group bubble is sent home. This year group will need to self-isolate for a two-week period, thus outlining the curriculum sequence is important. Should the period of self-isolation be extended or a more long-term national lockdown be instigated, curriculum sequences will be published in two-week cycles.

There is a requirement that all teachers publish their own curriculum sequences as they will need to be individualised for classes.

The intention in publishing curriculum sequences at the start of any period of remote teaching is two-fold. Firstly, it will enable pupils and parents to understand the sequence of lessons they are working on and how that fits into the wider picture of their studies and, secondly, it gives the opportunity for teachers to also publish the intended time for their Pupil Consultation Session, on which more information can be found later in this document.

An example of a completed Curriculum Sequence can be seen on the next page. I must draw your attention to the colour-coding, with particular reference to the blue highlighted cell that indicates when the Pupil Consultation Session will operate.



Finally, completed Curriculum Sequences will be published at the start of any period of remote teaching by being uploaded to Show My Homework as a Flexible Task as this requires no submission of work.



Teacher	Mr Kerwood	Subject	History
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Please find below the curriculum sequence outlined by your child's teacher in this subject. Whilst it outlines what your child can expect to cover over the next two weeks, this could be subject to change depending on what learning has taken place. You will also see below where the *Pupil Consultation Session* has been timetabled.

Key:

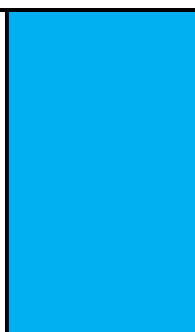
	Days on which lessons are timetabled
	Pupil Consultation Session

Days:

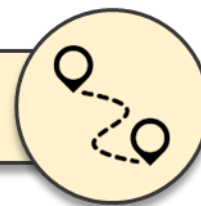
Week A				
Monday	Tuesday	Wednesday	Thursday	Friday

		Weimar L6: The Ruhr Crisis of 1923  Reasons why French invaded the Ruhr	Weimar L7: The Recovery Years 1924-28  Impact of Stresemann on German economy	Weimar L8: Rise of the Nazis  Overview of Nazis' rise from 1918-33
--	--	--	--	--

Week B				
Monday	Tuesday	Wednesday	Thursday	Friday

			Weimar L9: Rise of the Nazis  Detailed look at 25-Point Programme	
--	--	--	---	---

## Planning Lessons



The aim during any period of remote learning is to continue to teach what we would have planned in delivering the curriculum but for the lessons to be adapted to make remote learning more effective.

## Recording Lessons



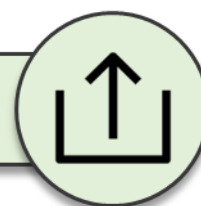
All lessons that are set remotely will have a recorded element to them with the aim to provide pupils with clear information about how the lesson works, any explanations of new content, and that tasks are modelled.

The reason that drives this aspect of our approach is so that pupils have an understanding of what is expected in the lesson. Uploading PowerPoints and resources without any further explanation will only lead to pupils and parents being confused about what is expected.

What is also important, and is a core belief behind our approach, is that recorded lessons enable pupils to work through lessons at their own pace and in their own time. That the lesson is recorded means a pupil can return to any part of the lesson to confirm instructions, to re-listen to content, or to watch the model being enacted again. The recorded lesson has the ability to be a very powerful teaching tool.

You should be able to access the lessons through *Show My Homework*.

## Uploading Lessons



All of our lessons are to be uploaded to Show My Homework during any period of remote teaching. This is the system we used during the school closure so makes sense to continue to use a system that everyone is familiar with.

Please be aware of the following important information when accessing uploaded work:

- The work should be set as either Classwork on Show My Homework or as a quiz. This is a new feature that has been created for periods of distance learning.
- There should be a description of the work in as much detail as possible.
- Work should be uploaded in line with the Curriculum Sequence outlined.
- Resources should be appropriately named so pupils can access them easily.

- There should be a link to the recorded lesson so it is accessible and it should also be referred to in the description of the lesson.
- The submission date for all work set will be the end of the self-isolation period. The reason for this is that whilst we expect all work to be completed by pupils during any period of remote teaching (if this is a two-week window), this deadline allows them to work through work according to their circumstances. We would encourage pupils to submit work in line with the curriculum sequence but we know that is not always possible but please be aware all work is expected to be submitted at the end of the remote period at the latest.

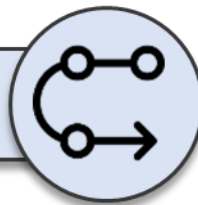


## Expectations: Pupils and Parents

The infographic on the previous page sets out very clearly what the expectations are for pupils and parents during any period where remote teaching is required. We have adopted a more blended approach this time around where we continue to set work asynchronously, for this work to be supported with a recorded element with clear explanations and modelling, and the introduction of a pupil consultation session. We hope that this approach will be a good balance for all concerned.

Over the next couple of pages, these explanations are laid out in more detail. Please take the time to read them so that you are aware of the expectations for pupils during this time.

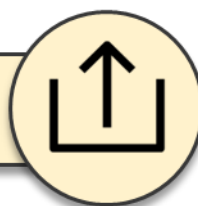
### Published Curriculum Sequences



A new aspect to our policy on remote teaching and learning this time around, is to publish curriculum sequences that outline the content of lessons over a two-week period.

Parents and pupils will access these through *Show My Homework* and complete the work set during this sequence.

### Login to *Show My Homework* and *Microsoft Teams*



All work will be accessed via *Show My Homework* and Pupil Consultation Sessions will be accessed through *Microsoft 365* during this period so pupils are expected to have their login details to hand.

Pupils are expected to login to *Show My Homework* each day to view the work set. This does not necessarily mean each morning as school would be expected to start but at some point in the day as suits their circumstances at home.

Parents are expected to help support this by knowing their child's login details for *Show My Homework* and *Microsoft 365*.



## Accessing Lessons



Pupils can access their lessons through *Show My Homework*. Whilst there should be resources for the pupil to use to complete any work set, there should also be a recorded version of the lesson where the teacher talks through the lesson, explains any new content, and then models the tasks set.

The link to the recorded lesson should be available through *Show My Homework*.

## Complete Work



During the last school closure and because of the extraordinary situation that society found itself in with a nationalised lockdown, the school took the decision not to chase any pupil who had not completed the work set. We did this with the best intentions as we could not be sure of the circumstances that families found themselves in during an unprecedented event.

This time, however, we do require pupils to complete the work set and to the best of their ability. Yet, we are mindful of people's individual and personal circumstances, for example, how children at home could impact upon people's normal working patterns. This is why we will continue to set work asynchronously and allow pupils to complete their work at their own pace and at their own time but we do expect it completed.

Therefore, the deadline and submission dates for all work to be completed will be the end of the period of remote learning, but no more than two weeks in total. The reason for this is that the most likely reason pupils will be sent home is because a year group/bubble has been sent home. Therefore, this will be for two-weeks so it makes sense for all the work to be completed by the end of this period. Whilst this is the case, we would recommend that pupils complete the work as they progress through the week and according to when the work is set.

## Pupil Consultation Session



### Pupil Consultation Session

This is the newest aspect in our approach to remote teaching and the area that needs greater explanation and clarity. The Pupil Consultation Session will be an opportunity for pupils to contact teachers to discuss the work that has been set and address any difficulties or misconceptions. This is an important aspect that was missing from our approach last time around and something we aim to rectify this time around.

When the Pupil Consultation Session happens will be decided by the teacher. They will set out at the start of any remote period that for every class they teach, they will allocate one of their timetabled lessons as a Pupil Consultation Session. As mentioned earlier, this will be recorded on the *Curriculum Sequence* sheet uploaded at the start of a period of remote teaching (please refer to the model curriculum sequence earlier in the booklet).

The session will run via *Microsoft Teams* and each pupil will be able to contact their teacher during this hour to discuss their work. It will be the responsibility of the teacher to schedule in a video call for that allocated hour that pupils can then join (an email will be sent automatically to the pupils of that class with a link to this call) and be available for that hour.

Below is an example of a timetable for a teacher where Year 11 have been sent home. As you can see there are five lessons across two-weeks for this subject but one of them has been allocated as a Pupil Consultation Session. You are not expected to set work for that hour lesson.

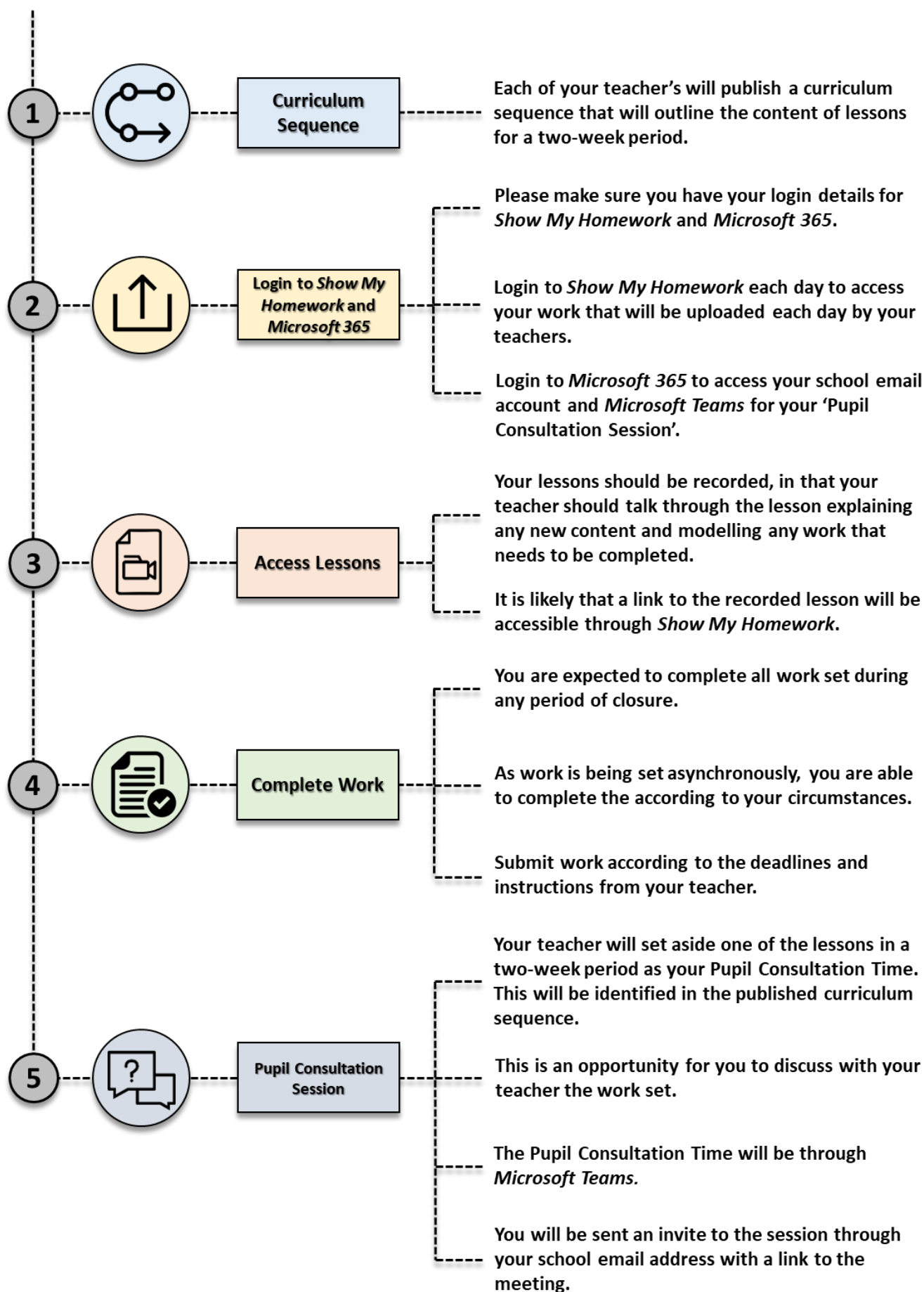
Days:

Week A					Week B				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
		<b>Weimar L6:</b> The Ruhr Crisis of 1923  Reasons why French invaded the Ruhr	<b>Weimar L7:</b> The Recovery Years 1924-28  Impact of Stresemann on German economy	<b>Weimar L8:</b> Rise of the Nazis  Overview of Nazis' rise from 1918-33				<b>Weimar L9:</b> Rise of the Nazis  Detailed look at 25-Point Programme	

Guidance on using *Microsoft Teams* can be found later in this document.

We hope that a dedicated session to answering pupils' questions, clarifying information, or simply for pupils to check they are on the right track, will really help the pupils and their motivation during any period of remote learning.

In the event of remote teaching and learning being needed, the following is a guide to accessing work.




## Microsoft Teams Guide: Pupils

The aim is for pupils to use Microsoft Teams to participate in planned Pupil Consultation Sessions, should they so wish to. The following guide is an attempt to get pupils and parents familiar with logging into Microsoft Teams, via the pupil's Microsoft 365 account.


The Pupil Consultation Session is designed for pupils to be able to chat to your teachers about the work that has been set for them. Using either the chat facilities or through a video call pupils will be able to ask any questions they may have, clarify any information they need to, or to simply make sure they are on the right track with their work.

However, there are rules to how these Pupil Consultation Sessions will be conducted, and it is essential everyone familiarises themselves with these rules before taking part in any session with a teacher.


- 1




Ensure that your Pupil Consultation Session takes place in an appropriate place; this would ideally be a communal area.
- 2




Make sure that your microphone is muted and only unmute it if the teacher asks you to.
- 3




Only you can take part in the session; family members must not ask questions.
- 4



If you need to ask or respond to a question, use the "Raise Hand" to get the teacher's attention.
- 5



You can ask a question in writing using the chat function for the teacher to respond to verbally.
- 6



All Pupil Consultation Sessions will be recorded for safeguarding reasons.